



Primary Health Care Management Advancement Programme

ASSESSING INFORMATION NEEDS

**MODULE 1
FACILITATOR'S GUIDE**

THE PHC MAP SERIES OF MODULES, GUIDES AND REFERENCE MATERIALS

Each module includes:

- a User's guide
- a Facilitator's guide
- computer programs

Module 1 Assessing information needs

Module 2 Assessing community health needs and coverage

Module 3 Planning and assessing health worker activities

Module 4 Surveillance of morbidity and mortality

Module 5 Monitoring and evaluating programmes

Module 6 Assessing the quality of service

Module 7 Assessing the quality of management

Module 8 Cost analysis

Module 9 Sustainability analysis

Manager's guides and references

- Better management: 100 tips
- Problem-solving
- Computers
- The computerised PRICOR thesaurus

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THE AGA KHAN UNIVERSITY



AGA KHAN FOUNDATION

Primary Health Care Management Advancement Programme

ASSESSING INFORMATION NEEDS

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MODULE 1 FACILITATOR'S GUIDE



Aga Khan Health Services



University Research Corporation
Center for Human Services

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*Dedicated to
Dr. Duane L. Smith (1939-1992) ,
Dr. William E. Steeler (1948-1992)
and all other health leaders, managers and workers
who follow their example in the effort to bring quality health
care to all in need.*



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Foreword

What is the purpose of the Facilitator's guide?

The Facilitator's guide contains a suggested workshop design for use by individuals who will help PHC managers and staff learn how to use the Primary Health Care Management Advancement Programme (PHC MAP) series. There is a Facilitator's guide for each module in the PHC MAP series.

What information does it contain?

Each Facilitator's guide contains instructions for conducting a workshop on one of the modules in the PHC MAP series using the information contained in the User's guide.

The instructions are arranged in one to two hour sessions. The number of sessions depends on the amount of information and/or the number of steps contained in the User's guide. The first page of each session lists session objectives, major topic headings, time required, and materials and equipment. The following pages describe the instructional activities in outline form.

The outline is divided into two columns. The right-hand column indicates what the facilitator says or does to conduct the session. The left-hand column lists the handouts, overhead transparencies, or other materials needed to support the activity. Copies of these materials, suitable for duplication, appear at the end of the session in which they are first used. Some transparencies are used in more than one session.

How are the workshops organised?

The first session of each workshop contains activities designed to introduce the PHC MAP series and explain its importance to PHC programmes, present an overview of the workshop, explain the purpose of the module, review specific terms or concepts used in the module, and



Session 1: Introduction and overview

Objectives:

Participants will be able to:

- Explain the purpose of PHC MAP.
- Explain the connection between management information and improvement of primary health care service, quality, coverage, effectiveness and efficiency.
- Give PHC examples of these terms in the systems framework: inputs, processes, outputs, effects, and impacts.
- Explain the purpose of Module 1.

Session Outline:

- I. Introduction (15 minutes)
- II. Overview of workshop (10 minutes)
- III. The systems framework (25 minutes)
- IV. Module 1 User's guide (10 minutes)

Materials:

Module 1 User's guide

- | | |
|-------------------|---|
| Handout 1-1: | PHC MAP modules |
| Handout 1-2: | Agenda |
| Handout 1-3: | A systems diagram of management and health services relationships |
| Transparency 1-1: | PHC MAP purpose |
| Transparency 1-2: | PHC MAP modules and the management cycle |
| Transparency 1-3: | Workshop objectives |



- Transparency 1-4: The PHC MAP systems framework
- Transparency 1-5: The expanded PHC MAP systems framework
- Transparency 1-6: A systems diagram of family planning
- Transparency 1-7: The systems framework and the planning-evaluation cycle.
- Transparency 1-8: PHC MAP modules related to system elements
- Transparency 1-9: PHC MAP modules and PHC programme components

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen



Session 1: Introduction and overview

I. Introduction (15 Minutes)

A. OPENING REMARKS

- **Introduce** self and other staff, as necessary.
- **Explain** your role in the workshop.
- If you do not know the participants, **ask** each one to state his or her name, position title, and job location.

***Note:** If the group is larger than 6 to 8, you may wish to have them wear name tags or put cards with their names at the places where they are sitting.*

- **Ask** each participant to complete this sentence: "As a result of attending this workshop, I expect."
- When all responses have been recorded, **say** that you will return to this list after giving an overview of the workshop.

B. OVERVIEW OF PHC MAP

- **Summarise** PHC MAP programme, including:

Purpose of PHC MAP

Title and purpose of each module

- **Make** the following points about PHC MAP:

Has been field-tested and revised to ensure usefulness to PHC programme staff.

The entire series of modules may be used to strengthen a PHC programme, or each module may be used independently to fill information gaps.

Modules can be used in any sequence, although some provide input to others. For example, the cost analysis data from Module

Name tags or
place cards

Flip chart

Transparency 1-1:
PHC MAP purpose

Handout 1-1:
PHC MAP
modules



Session 1: Introduction and overview

Transparency 1-2:
MAP modules and
the management
cycle

8 provide a basis for doing a sustainability analysis (Module 9).

Checklists and other materials can be adapted to fit a particular situation.

- **Explain** why information is important to a PHC programme.

Information is required to plan, operate, monitor, and evaluate a PHC programme.

Each PHC MAP module helps gather information useful to one or more of these phases in the management cycle.

C. EXPLAIN WHY THE PHC MAP SERIES IS BEING INTRODUCED IN THIS PHC PROGRAMME.

Note: The remarks here should be tailored to the specific programme and should provide answers to these questions:

Why are we doing this workshop?

What do we expect to achieve?

It may be appropriate for the PHC manager to make these remarks.

II. Overview of workshop (10 Minutes)

Transparency 1-3:
Workshop objectives

Handout 1-2: Agenda

- **Review** the workshop objectives.
- Distribute and **review** the workshop agenda, describing the activities that will take place to accomplish the workshop objectives.
- **Review** the expectations contributed by participants at the beginning of the session.
- **Indicate** which ones will be met and which ones will not and why.



Session 1: Introduction and overview

- **Suggest**, if possible, alternatives for meeting the expectations that will not be met in this workshop.
- **Ask** for questions or comments.

III. The systems framework (25 Minutes)

Transparency 1-4:
The PHC MAP
systems framework

Transparency 1-5: The
expanded PHC MAP
systems framework

Transparency 1-6:
A systems diagram of
family planning

Handout 1-3: A systems
diagram of management
and health service
relationships

Note: Omit this section if participants are familiar with systems concepts and terminology.

- **Show** the simplified systems framework and **define** the terms.
- **Show** the expanded framework and explain the different kinds of outcomes.
- **Show** the family planning example for the expanded framework.
- **Leave** Transparency 1-6 on the projector and **ask** participants to substitute ORT examples for the family planning example in the expanded diagram.
- **Explain** the relationship between PHC management and PHC services.

Management services (for example, planning, training, supervision, logistics management) support the PHC services (for example, antenatal care, immunization, treatment of malaria).

Both management services and PHC services are systems.

The outcome of the management system, in this case CHWs with demonstrated competence in family planning, become inputs to the family planning system.



Session 1: Introduction and overview

The goal (impact on health status) of the family planning system is increased birth interval.

The management system contributes indirectly to the goals (improved health status) through support of the health service delivery system.

Use the information on the IF_THEN relationship on pages 6-7 in the User's guide

Transparency 1-7: The systems framework and the planning-evaluation cycle

Transparency 1-8: PHC MAP modules related to system elements

Transparency 1-9: PHC MAP modules and programme components

- **Ask** for questions and comments.
- **Explain** the link between what goes in at the beginning of a system and what comes out at the end of the system.
- **Explain** how the systems framework can help PHC programmes plan services geared to needs of their population.

Note: Start at the far right of the transparency with "needs" work to the left across the top and then across the bottom to the right, using the information on pages 6 to 9 in the User's guide

- **Explain** that the MAP modules help PHC staff to collect and analyse information about each of the elements in the system and **identify** the modules that provide the most complete data for each element.
- **Explain** that MAP modules can also be organised according to whether they help collect information primarily for health or management services.
- **Ask** for questions and comments.



Session 1: Introduction and overview

IV. Module 1 User's guide (10 Minutes)

Module 1 User's guide

- **Distribute** a User's guide to each participant.
- **Highlight** key sections of the User's guide, referring participants to appropriate pages in the guide:

OVERVIEW

The overview of the Primary Health Care Management Advancement Programme has details on the purpose of PHC MAP and the materials included; information that has already been presented in summary form.

Point out that the diagram on page iv of the overview is another way to illustrate the relationship between the modules and the management cycle (show Transparency 1-2).

Draw attention to the specific health and management services addressed in the PHC MAP modules.

Describe the PHC MAP Manager's guides that supplement the modules.

INTRODUCTION TO MODULE 1

Paraphrase the purpose of the module, as stated on page i.

Review the programme information that is helpful to have for this module and provide it, as appropriate.

Note: *This information should be obtained from the PHC programme manager prior to the workshop. If it is not available, the need for Module 2 will become quickly apparent in the workshop.*

Distinguish between level 1 and level 2 and explain that the level 2 PHC MAP information audit will be the focus of the workshop. Level



Session 1: Introduction and overview

3 will be used as necessary to consider information needs in detail.

LEVEL 2: THE PHC MAP INFORMATION AUDIT

Remind participants that the matrix showing modules and the management cycle was discussed earlier.

Point out that the systems framework has already been discussed and can be reviewed by reading this section after the workshop.

Point out key terms on page 5 and the glossary at the end of the Guide for future reference.

Explain the diagram illustrating the PHC boundaries on page 11 and ask participants to identify what information, if any, they need from other agencies. Record this list on a flip chart for future reference.

Say that the remainder of the module contains a series of questions and worksheets to help participants identify their information needs and select the MAP modules they will use to help them collect and analyse that information.

Ask for questions and comments.



PRIMARY HEALTH CARE MANAGEMENT ADVANCEMENT PROGRAMME (PHC MAP)

PURPOSE:

to help PHC management teams:

collect

- process and,
interpret information
necessary to improve
programme planning and mon-
itoring



PHC MAP Modules

1. Assessing information needs.

This module helps managers to identify information needs, set priorities, and determine which PHC MAP modules are likely to be of most use to them.

2. Assessing community health needs and coverage.

This module provides PHC managers with simple tools to gather required data on community health needs for planning programme strategies and resource use. The managers can use the same instruments later to assess programme effects on health knowledge, behaviour, and coverage, as well as programme impact on morbidity and mortality.

3. Planning and assessing health worker activities.

A module that supervisors and other managers can use to help field workers and clinic staff plan their work better. It shows how to identify individuals in need of services, set realistic targets, assess individual performance, and take corrective action, if warranted.

4. Surveillance of morbidity and mortality.

The module describes the basic indicators of morbidity and mortality to be included in a PHC surveillance system. It discusses how to set up a surveillance system, how to monitor the incidence and other rates of diseases, how to identify causes of mortality and morbidity, and how to use that information to improve programme planning and implementation.

5. Monitoring and evaluating programmes.

Lists of indicators and guidelines that managers can use to monitor PHC and management activities for short periods. Managers can also use them to construct a project-specific "mini-MIS."

6. Assessing the quality of service.

Simple, but comprehensive, discussion guides and checklists of essential service resources and processes. Supervisors can use these to assess the quality of care provided and to set priorities for improving service delivery.

7. Assessing the quality of management.

Discussion guides and checklists for assessing PHC management services (planning, training, supervision, etc.).

8. Cost analysis.

This module can help PHC managers to set up simple systems to monitor costs themselves. They can also make projections about future revenues and expenses.

9. Sustainability analysis.

Guidelines and tools that managers can use to develop and analyse alternative strategies for sustaining health improvement, service coverage, and the PHC services and resources needed to do so.



PHC MAP MODULES AND THE MANAGEMENT CYCLE

	Needs assessment	Planning	Monitoring	Evaluation
Module 1: Information needs	X	X	X	X
Module 2: Community needs	X			X
Module 3: Work planning		X	X	
Module 4: Surveillance				X
Module 5: Monitoring indicators			X	X
Module 6: Service quality			X	
Module 7: Management quality			X	
Module 8: Cost analysis				X
Module 9: Sustainability	X	X		



WORKSHOP OBJECTIVES:

1. Identify priority information needs in your PHC programme using the steps and worksheets contained in Module 1
2. Identify one or more of the PHC MAP Modules 2 through 9 which will be most helpful in collecting and analysing that information



SAMPLE AGENDA

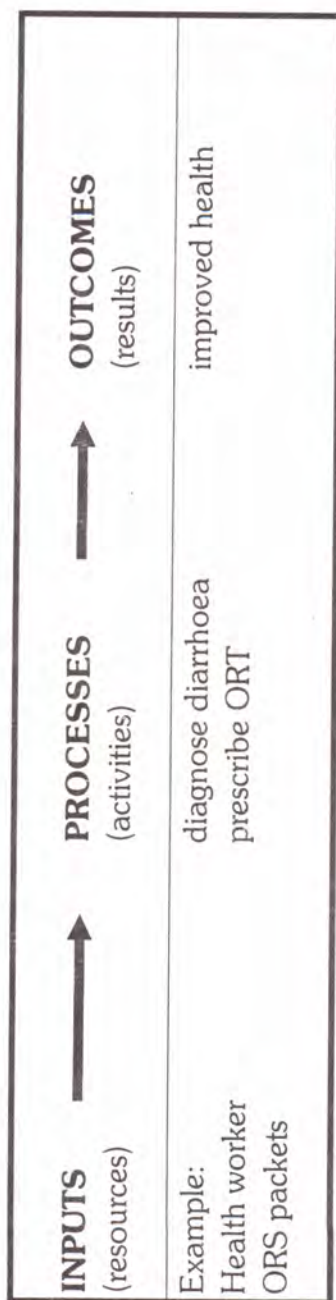
MODULE 1*

Session 1 (1 hr 40 min)	Introduction and overview
Session 2 (2 hrs 40 min)	Determining information needs
Session 3 (1 hr)	Setting priorities

* For an actual presentation, substitute the appropriate times in the first column.



THE PHC MAP SYSTEMS FRAMEWORK



THE EXPANDED PHC MAP SYSTEMS FRAMEWORK

INPUTS → PROCESSES → OUTPUTS → EFFECTS → IMPACTS

Resources

Activities

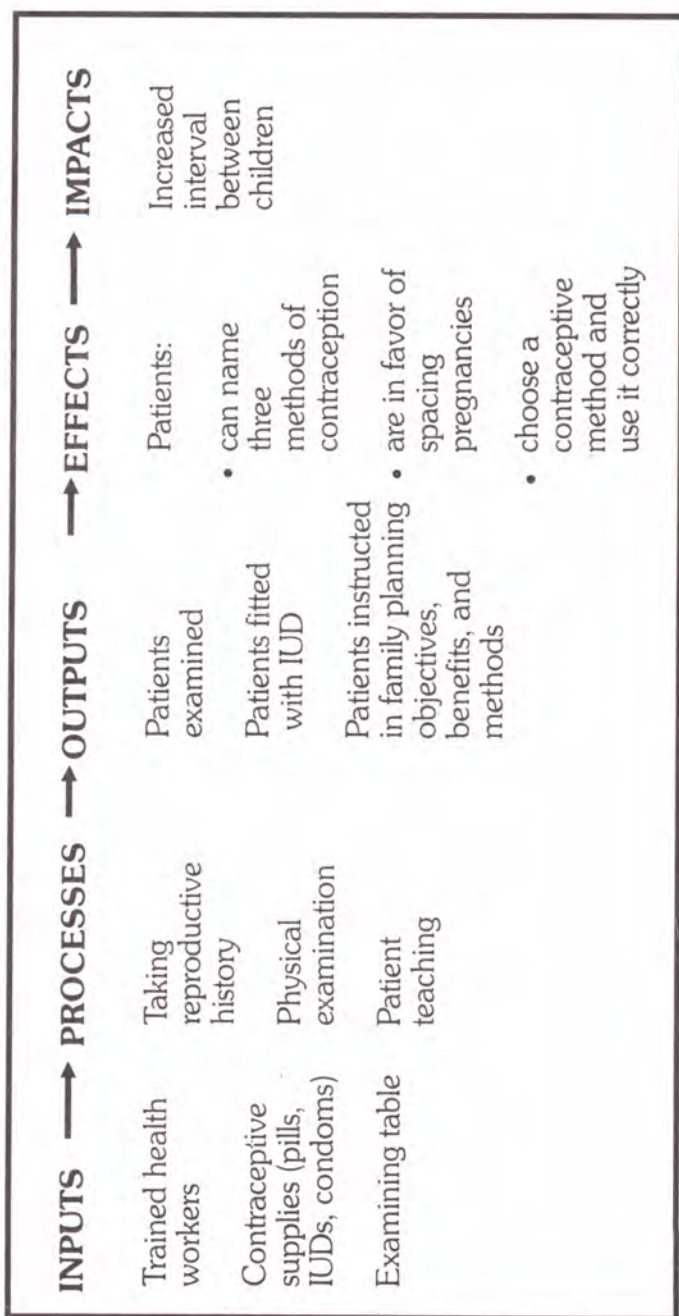
Products &
services

Change in KAP:
knowledge,
attitude,
practices,
behaviour

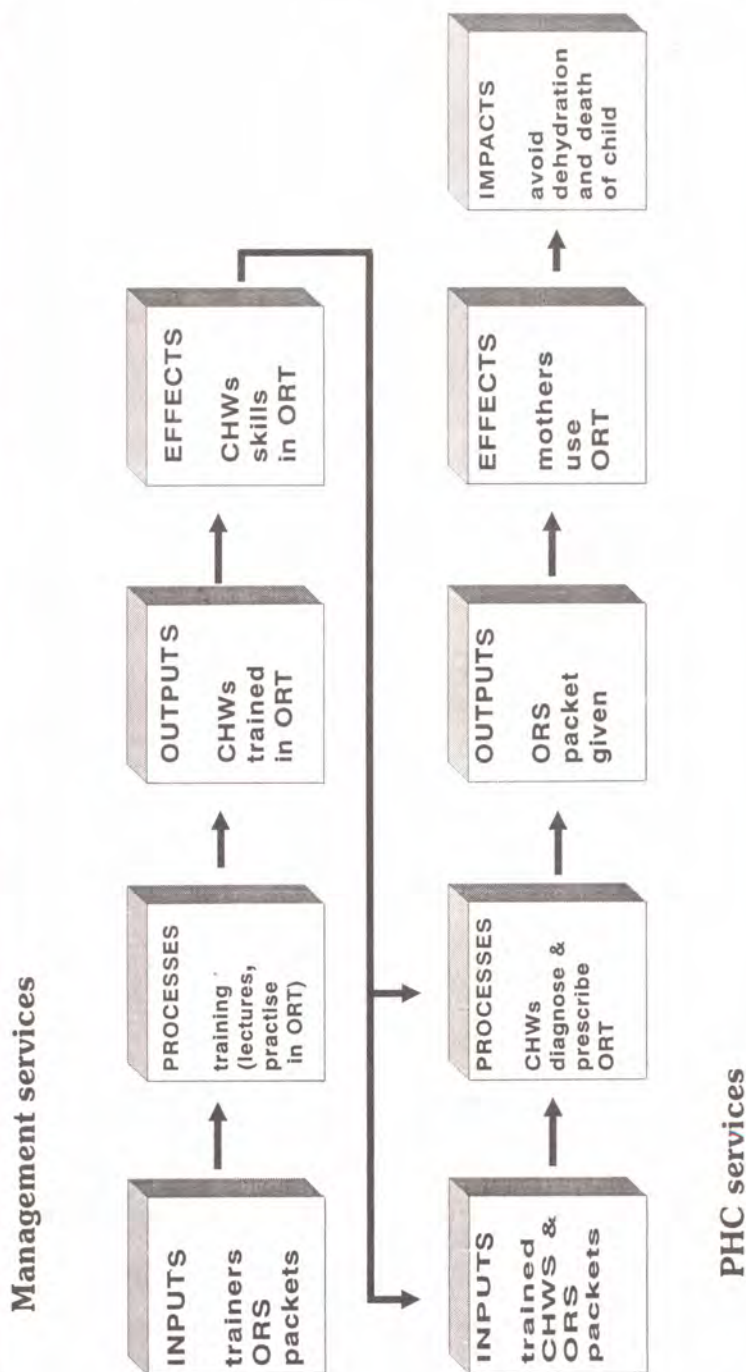
Changes in
health
status:
morbidity
mortality
fertility
disability



A SYSTEMS DIAGRAM OF FAMILY PLANNING

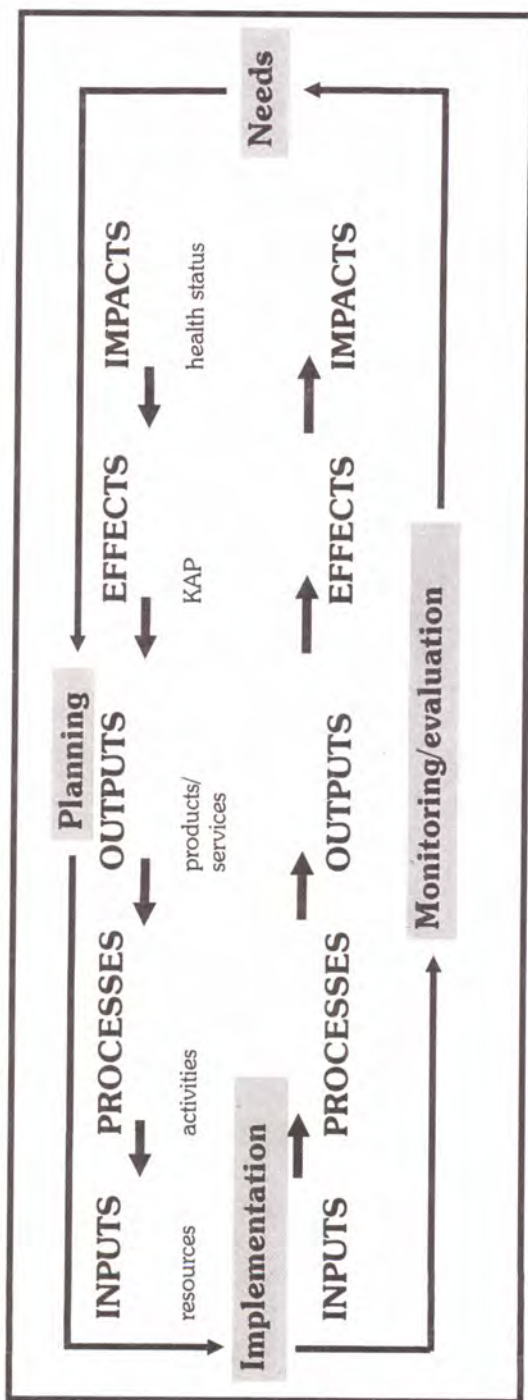


A SYSTEMS DIAGRAM OF MANAGEMENT AND HEALTH SERVICES RELATIONSHIP





THE SYSTEMS FRAMEWORK AND THE PLANNING-EVALUATION CYCLE



PHC MAP MODULES RELATED TO SYSTEMS ELEMENTS

INPUTS (resources)	PROCESSES (activities)	OUTPUTS (results)	EFFECTS (KAP)	IMPACTS (health status)
3 Work planning	3 Work planning	3 Work planning	2 Community needs 3 Work planning	2 Community needs 4 Surveillance
5 Monitoring	5 Monitoring	5 Monitoring		
6 Service quality	6 Service quality	6 Service quality		
7 Management quality	7 Management quality	7 Management quality		
8 Cost analysis	8 Cost analysis			
9 Sustainability	9 Sustainability	9 Sustainability	9 Sustainability	
<i>Bold lettering indicates the primary modules and types of data to be collected</i>				



PHC MAP modules and programme components

Health services

1. Information needs
2. Community needs
3. Work planning
4. Surveillance
5. Monitoring indicators (Part 1)
6. Service quality
8. Cost analysis
9. Sustainability

Management services

1. Information needs
3. Work planning
5. Monitoring indicators (Part 2)
7. Management quality
8. Cost analysis
9. Sustainability



Session 2: Determining information needs

Objectives:

Participants will be able to follow the directions in the Module 1 User's guide to:

- Determine if they are collecting adequate information about PHC health services.
- Determine if they are collecting adequate information about PHC management services.

Session outline:

- I. Introduction (10 minutes)
- II. Step 1: List PHC health and management services (20 minutes)
- III. Step 2: Define inputs, processes, outputs and outcomes (40 minutes)
- IV. Step 3: Identify information needs for health services (60 minutes)
- V. Step 4: Identify information needs for health services (30 minutes)

Materials:

Module 1 User's guide

Transparency 1-10: Session 2 objectives

Transparency 1-11: Indicators for breast feeding, growth monitoring, and nutrition education

Transparency 1-12: Rationale for knowing health status of targets

Transparency 1-13: A and B: Sample health goals



- Transparency 1-14: Methods for collecting morbidity/mortality data
- Transparency 1-15: Types of cost analysis
- Handout 1-4: Worksheet A, defining service indicators
- Handout 1-5: Worksheet B, summarising information needs
- Trainer Reference 1-1: Sample priority matrix

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen



Session 2: Determining information needs

Introduction (10 Minutes)

Transparency 1-10:
Session 2 objectives

Transparency 1-11:
Indicators for
breast feeding,
growth monitoring, and
nutrition education

- **Review** the session objectives.
- **Explain** the steps in the information audit.

Step 1 is to list the health and management services in order of importance.

Step 2 is to identify indicators for inputs, processes, and outcomes of each type of service.

Step 3 has two parts: The first involves asking a series of questions to determine whether your information system correctly gives you the data you need for each indicator. The second involves setting priorities for the information you need to obtain as high, medium, or low.

Step 4 uses a priority-setting technique to help you determine which information will be collected first, if all needs cannot be addressed at once.
- **Explain** that steps 1-3 will be completed in this session.

II. Step 1: list PHC health and management services (20 Minutes)

Module 1 User's guide,
PHC MAP overview,
page vi

Flipchart

- **Refer** participants to the list of PHC services.
- Ask them to name the health services in their project while you **list** them on the left side of a flip chart as they are named.

Note: Use the participants' terminology for health services. For example, vitamin A distribution may be designated as a service or breast feeding, growth monitoring, and nutrition education may be combined.



Session 2: Determining information needs

See Trainer
Reference 1-1, page 42,
for a sample matrix

- **Direct** each participant to list the health services in order of importance, using 1 to indicate least important, 2 the next least important, and so on. If the project offers 7 health services, the highest ranking service would be numbered 7.
- While participants are ranking the services, **prepare** a matrix on the flip chart. The services are the rows, and initials of each participant are the columns.
- Next, **ask** participants, in turn, to call out the numbers they assigned to each service. For example, one participant may assign a 2 to maternal care, a 5 to family planning, a 1 to BF/GM/NE, and so on.
- When all participants' rankings have been recorded, **total** the numbers for each service. The service receiving the highest score is top priority, and so on.
- **Repeat** these steps for management services.
- **Direct** participants to review the ranking of health and management services and indicate their satisfaction with the rankings in each category. The ranking process is arbitrary and may not take all factors into account. If there is a good rationale for changing the order and all participants concur, make the indicated changes.



Session 2: Determining information needs

III. Step 2: Define inputs, processes, outputs, and outcomes (40 Minutes)

- **Assign** each health service to a small group of 2 or 3 participants. If the group is large all health services can be addressed. If the group is small and the list of services is long, select only 3 or 4 high scoring (top priority) health services for the remainder of the information needs assessment process.

***Note:** Participants can complete the information process for the other health services and the management services after the workshop.*

Handout 1-4: Worksheet A,
Defining service indicators

- **Distribute** Worksheet A to each participant.
- **Direct** participants to write in column 2, Inputs, the name of the health service they have been assigned, e.g., immunization, family planning.
- Next, **direct** participants to describe the target group of that particular health service, e.g., children, women 15-49 and enter that information in the first column.
- **Direct** participants, working on their assigned health service in small groups, to identify the key inputs, processes, outputs, effects, and impacts for that service.

They may start with inputs in column 2 or impacts in the last column.

These inputs, processes, outputs, and outcomes will be the indicators for monitoring and evaluation.

The example in Figure 7 of the User's guide shows two indicators for each category. More can be listed.



Session 2: Determining information needs

The important thing is to list the most significant indicators and be sure they are logically linked across the rows

Participants may wish to refer to the example on page 20 as they select indicators for their assigned health service. If BF, GM, and NE or family planning are among the health services assigned to small groups, participants should think about what is important to their PHC programme and not be bound by the sample indicators on page 20.

Note: You may wish to provide copies of Module 5, *Indicators for Monitoring and Evaluating PHC programmes*, to each group to assist them in identifying indicators.

- Small groups **work** on selecting indicators and writing them in the appropriate columns on Worksheet A and putting a check next to those indicators for which information is already available.
- **Reconvene** the entire group to review the selected indicators.
- **Ask** a member of the first small group to read the indicators they have chosen for the health service they were assigned.
- **Invite** members of the other small groups to comment or raise questions considering two major criteria:
 - Significance of planning and monitoring the service being provided.
 - Linkage of indicators from one category to the next.
- **Facilitate** discussion until the group reaches consensus on the indicators for that service.



Session 2: Determining information needs

Ask the entire group to review the final list of indicators and identify those for which they clearly have information. Direct small group members to circle those indicators.

Repeat steps 1-4 until all health services have been discussed.

Say that the next step in the information audit involves asking a series of questions to help you confirm that you are collecting adequate information for the indicators and to help define more precisely additional information needs.

IV. Step 3: Identify information needs for health services (60 Minutes)

Module 1 User's guide,
page 21

Handout 1-5:
Worksheet B,
summarising
information needs

- **Refer** participants to page 21 and suggest that they follow along as you explain the three sets of questions and relate them to the modules that will help them get the information they do not have.
- **Distribute** Worksheet B to each participant.
- **Explain** to participants that they will record their answers to each of the 10 questions on this form.

The information needed is recorded in the same row as the related module.

Small groups will record the information for their assigned service.



Session 2: Determining information needs

Transparency 1-12:
Rationale for knowing
health status of target
groups

Transparency 1-13: A
and B: Sample health
goals

- **Question 1. Do you have enough information about the health status of your target groups?**

Explain why health status information is important.

Review the sample health goals pointing out the four elements of a good statement in the first two sample goals. **Ask** participants to identify the elements in the next two.

Direct each small group to write a goal statement containing the four elements for their assigned health service.

Ask each small group to read their goal statement aloud and make revisions as needed, based on comments from other participants.

Ask each small group to list the indicators needed to measure the goal statement and determine whether that information is already available.

Direct participants to revise Worksheet A to be consistent with that determination and to enter needed information about health status in columns 2 and 3 on Worksheet B.

- **Question 2. Do you have enough information about the coverage of each PHC service?**

Explain why coverage information is important.

Ask participants to name the target groups they have listed on Worksheet A, recording them on the left side of the flip chart as they do.

Ask for the health services pertaining to each target group, recording them in the middle of the flip chart.



Session 2: Determining information needs

Ask participants to suggest any services they wish to add to their programme for any of the target groups.

Ask participants for the indicators of the effects of these services on the target group. For newly added services, **refer** participants to the examples of indicators on page 28 in Module 1.

Direct participants to compare the information on the flip chart to the information they have on Worksheet A and to make any changes in the services they have already listed.

Note: *If new services have been added, assign them to the small group that has the services for the same target group.*

Direct participants to enter, on Worksheet B, general information needs and specific indicators for coverage.

Direct participants to the excerpt from a Module 2 questionnaire on page 30 of the User's guide as an example of one of the tools for collecting information on health status (impacts) and coverage (effects) provided in Module 2.

- **Question 3: Do you have enough information about your target groups needs to plan PHC activities?**

Explain why target group information is important.

Refer participants to the summary of Module 3 contents on page 31 of the Module 1 User's guide and summarise the major steps.

Direct participants to enter in column 2 of Worksheet B any information they do not have for work planning, such as:

Module 1 User's guide,
page 31



Session 2: Determining information needs

location of people who need service
job descriptions
work plans and schedules
performance and assessment tools

Transparency 1-13:
Methods for collecting
morbidity/mortality data

Module 1 User's guide,
page 35

- **Question 4: Is there adequate information about changes in morbidity and mortality?**

Explain why information about changes in morbidity and mortality is important.

Describe methods that can be used to collect this information.

Direct participants to enter into column 2 of Worksheet B any needed surveillance data that they are not already collecting.

- **Question 5: Do you have adequate indicators to monitor your PHC services?**

Explain why monitoring is important.

Refer participants to the excerpt from Module 5 on page 35 of the Module 1 User's guide.

Explain how the indicators are organised and what the various categories of indicators tell you.

Direct participants to review Worksheet A and see if they have at least one indicator in each system category to help them monitor services.

Direct each small group to add appropriate indicators to Worksheet A, place a checkmark next to those they already have information on, and transfer information that needs to be collected to Worksheet B.

- **Question 6: Do you know enough about the quality of your health services?**

Explain that Module 6 focuses on information about processes and how it can be used in a PHC programme.



Session 2: Determining information needs

Module 1 User's guide,
page 37

Transparency 1-8:
MAP modules and PHC
programme components

Refer participants to the excerpt from Module 6 on page 37 of the Module 1 User's guide to see a sample checklist.

Direct participants to review their entries on Worksheet A under processes, make necessary additions and list needed information that's not now available on Worksheet B in column 2.

Summarise health service information needs.

Remind participants that they are in the process of identifying information needs to improve planning and monitoring of their PHC programmes, the main purpose of Module 1.

Explain that so far they have examined information needs for health services by answering questions 1-6. Information needs for health services may be addressed by using PHC MAP Modules 2-6.

Ask for comments or questions about the process so far.

Indicate that the next activity will be to repeat the same process for management services by considering questions 7-10.

V. Step 3B: Define information needs for management services (30 Minutes)

- **Question 7: Do you have adequate indicators to monitor your management services?**
- **Question 8: Do you know enough about the quality of your management services?**



Session 2: Determining information needs

Flip chart from Step 1 which list management services for the PHC programme

Module 1 User's guide

Give directions for considering question 7. See Exhibit 6 (p. 40) of the User's guide. For question 8 see Exhibit 7 (p. 42).

Assign a management service to each small group. If the group is small, assign only priority services. If the group is large, you may assign all services.

Direct each small group to read the information beginning at the bottom of p. 39 and ending with question 8 on p. 41 and enter information needs on Worksheet B for Module 5 (Management) and Module 7.

Remind participants to refer to Worksheet B on page 21 if they need assistance and to Module 5 for monitoring indicators, if necessary.

Participants work on questions 7 and 8.

Reconvene the large group.

Ask each group in turn to report the results of their consideration of these two questions for their assigned management service.

Ask for comments and suggestions from the other small groups and **direct** the first small group to make revisions, if necessary.

Ask for questions and comments on questions 7 and 8.

- **Question 9: Do you have enough information about the cost of your programme and its services?**

Explain that Module 8 covers information needed to analyse costs and can help analyse costs in nine different ways.

Explain the value of having cost information.

Refer participants to the description of Module 8 on p. 41 of the User's guide to see

Transparency 1-15: Types of cost analysis



Session 2: Determining information needs

Module 8 User's guide

what types of information are required for cost analysis.

Direct participants to enter, on Worksheet B, the cost information they want for the programme overall or for any health service or management service.

- **Question 10: Do you have adequate information to determine how to sustain the PHC programme in the future?**

Explain how Module 9 is organised and the process it contains to help a management team assess programme sustainability.

Explain that they can use the module to develop strategies to sustain the health status of the target populations and the PHC services and resources needed to do so.

Refer participants to the sustainability factors that can be assessed using Module 9 and **explain** the "What-If" analysis it enables managers to do.

Direct participants to determine if they need sustainability information and to enter that in column 2 of Worksheet B if they do.

Ask for questions and comments about Modules 8 and 9 and the related information needs.

Module 1 User's guide,
page 44



SESSION 2: OBJECTIVES

Determine if you need more information about:

- PHC health services
- PHC management services



INDICATORS FOR BREAST FEEDING, GROWTH MONITORING AND NUTRITION EDUCATION

Inputs (resources)	Processes (activities)	Outputs (products/ services)	Effects (knowledge, attitudes, behaviour/ practices)	Impacts (morbidity, mortality, fertility)
CHWs GM cards	weighing counselling	child weighed mother counselled	mother understands GM and nutrition mother feeds better	weight gain malnutrition rate drops



SAMPLE PRIORITY MATRIX

Participants									
Health Services	AA	BB	CC	DD	EE	FF	GG	HH	Total
Maternal care									
Family planning									
BF, GM, NE									
Child immunization									
DDC/ORT									



WORKSHEET A: DEFINING SERVICE INDICATORS Instructions: 1) List each priority PHC or management service; 2) Identify key indicators you need for planning and/or monitoring; 3) Identify those that are already available (mark with an **x**); 4) Identify the low, medium and high priority items, e.g., with * , ** , and ***; 5) Revise and update this list as you proceed through Module 1 and other modules.

TARGET GROUP	INPUTS (resources)	PROCESSES (activities)	OUTPUTS (products and services)	EFFECTS (knowledge, attitudes, behaviour/ practice)	IMPACTS (morbidity, mortality, fertility)



WORKSHEET B: SUMMARISING INFORMATION NEEDS Instructions: 1) After you list each question, summarise your general information needs for each type of information under the appropriate module; 2) Identify the specific type of indicators needed if known; 3) Set priorities for each need, e.g., * for low, ** for medium, and *** for high.

MODULE	GENERAL INFORMATION NEEDS	SPECIFIC INDICATORS	PRIORITIES



RATIONALE FOR KNOWING HEALTH STATUS OF TARGET GROUPS

To set programme goals

If you don't know where you are going, any road will get you there.

To determine programme impact

If you don't know where you are, you may already be there, or you may not be.



SAMPLE HEALTH GOALS

MORTALITY

Reduce neonatal deaths among urban slum dwellers to a rate of 65/1,000 live births by the end of 1994

Indicator:

number of deaths of children under 1 month of age/1,000 live births

MORBIDITY

Decrease the prevalence of third degree malnutrition among children under age 3 by 30% by September 1995

Indicator:

number of cases of third degree malnutrition among children <3 years of age

total number of children <3 years of age



SAMPLE HEALTH GOALS (continued)

DISABILITY

Decrease the incidence of polio among children under age 5 to 0 (zero) by the year 2000

Indicator:

number of new polio cases among children
<5 years old

Total number of children < 5 years of age

FERTILITY

Reduce the total fertility rate of women in the programme area to 4.5 by the end of 1996

Indicator:

total number of births to women 15-45 years old

total number of women 15-45 years old



METHODS FOR COLLECTING MORBIDITY/ MORTALITY DATA

Vital event registration systems

"Sentinel" systems

Special surveys

Case/outbreak investigations



TYPES OF COST ANALYSIS

Total costs

Expenditures compared to budget

Costs by line item

Costs by site, facility, location

Trends in cost over time

Projection of future costs

Average costs

Revenues

Break-even analysis



Session 3: Setting priorities

Objectives:

Participants will be able to:

- Set priorities among information needs using the directions in the Module 1 User's guide.
- Prepare an action plan for using the MAP modules selected to help them address priority information needs.

Session outline:

- I. Introduction (5 minutes)
- II. Step 4: Summarize information priorities (25 minutes)
- III. Next steps (20 minutes)
- IV. Closure (10 minutes)

Materials:

Module 1 User's guide
Transparency 1-16: Session 3 objectives

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen



Session 3: Setting priorities

I. Introduction (5 Minutes)

Transparency 1-16:
Session 3 objectives

- **Review** session objectives.
- **Explain** the session activities briefly.

II. Step 5: Summarise information priorities (25 Minutes)

- **Summarise** the steps that have been accomplished so far:

Listing the PHC health and management services that comprise the programme and selecting priority services in each category.

Defining the principal inputs, processes, and outputs for the priority services and recording these on Worksheet A along with the target group for each health service.

Identifying needed information for planning and monitoring those services by answering 10 questions and recording the needed information on Worksheet B.

- **Explain** that the next step is to set priorities for needed information as all needs cannot be addressed at once.
- **Outline** the steps in priority setting.

Each small group will list the information needs for the priority service they were assigned on a flip chart.

All flip charts will be assembled so they are visible to all participants.

Next the large group will establish criteria for selecting priorities and discuss the criteria so that all participants understand what they mean.

Individual participants then rate each information need according to the criteria.



Session 3: Setting priorities

Note: See the scoring procedures in Appendix A, Item 2.

- **Ask** for questions or comments about the procedure.
- **Direct** participants to carry out the priority setting procedure.

Note: While individual participants are scoring the items, prepare a matrix similar to the one shown in Appendix A using the criteria selected by participants.

- **Record** the scores of each participant.
- **Total** the scores.
- **Put** the number of the module that will help participants collect the needed information next to that item on the flip chart. These are the modules that participants will work on next.
- **Ask** for final questions or comments about Module 1 and the process of identifying information needs.

III. Next steps (20 Minutes)

- **Ask** participants to list the steps necessary to begin work on the next module, recording each step on a flip chart as it is named.
- When all steps are listed, **ask** participants to arrange them in sequence.
- Next, **have** participants assign a tentative completion date to each step and indicate the name of the responsible person.



Session 3: Setting priorities

IV. Closure (10 Minutes)

Show Transparency 1-3:
Workshop objectives

- **Review** the workshop objectives
- **Review** the list of participant expectations you recorded on a flip chart in Session 1 and ask participants to indicate the extent to which they were met
- **Thank** participants for their attention and hard work.



SESSION 3: OBJECTIVES

Set priorities for
information needs

Prepare an action plan



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Dr. Jack Bryant • Aga Khan University, Pakistan (Co-Chair)
Dr. William Steeler • Secretariat of His Highness the Aga Khan, France (Co-Chair)
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Dr. David Nicholas • Center for Human Services, USA
Dr. Duane Smith • Aga Khan Foundation, Switzerland
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MODULE 1

FACILITATOR'S GUIDE

